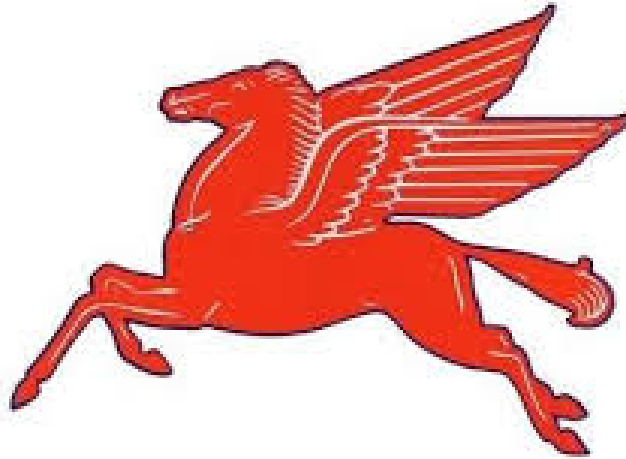


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



Social Studies - Grade K

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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# Paulsboro Public Schools

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Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.



## DEFINITIONS

**NJ Student Learning Standards** – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

**21<sup>st</sup> Century Life and Careers Standards** – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21<sup>st</sup> century workplace.

**ELA Companion Standards** – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

**Gifted and Talented Learners** – Students with high-ability who may need more depth and complexity in instruction.

**Special Education Learners** – Students in need of supports and interventions to improve student achievement

**English Language Learners** – Students with a native language other than English or who are at varying degrees of English language proficiency.

## QUARTER 1 – Social Studies–Kindergarten

**Big Idea: How do people best cooperate & What does it mean to be an American?**  
**Topic: Learning & Working Together, National and State Symbols (Chapters 1 & 2)**

Standards:	GOAL	
<p><b>NJ Student Learning Standards:</b></p> <p><b>6.1.P.A.1</b> Demonstrate an understanding of rules by following most classroom routines.</p> <p><b>6.1.P.A.3</b> Demonstrate appropriate behavior when collaborating with others.</p> <p><b>6.1.4.A.1</b> Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p><b>6.1.4.A.3</b> Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p><b>6.1.B.P.1</b> Develop an awareness of the physical features of the neighborhood/community.</p> <p><b>6.1.P.D.1</b> Describe characteristics of oneself, one’s family, and others.</p> <p><b>6.1.P.D.4</b> Learn about and respect other cultures within the classroom and community.</p> <p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p><b>6.1.4.D.17</b> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p><b>SWBAT</b></p> <p>Make meaningful connections to experiences and use prior knowledge to gain understanding.</p> <p>Create a class rule, a game and play.</p> <p>Recognize why people share and make choices, why we need rules and laws, describe why people cooperate, that we all live in a state and country.</p> <p>Analyze what it means to take turns, to solve problems, to tell about consequences, to describe what makes a good citizen, that all people should be treated fairly, to tell what a responsibility is, to answer questions and images to gain information.</p> <p>Identify rules at school and in the community, identify and describe leaders, and Identify important national and state symbols, recognize, and identify several important songs to our country and Identify cause and effect of an event.</p> <p>Compare and contrast school rules from the past and today and distinguish fact from fiction.</p> <p>Describe why specific people from history are remembered as heroes and explain how government keeps a community safe.</p> <p>Recognize that we celebrate holidays to celebrate people and events from our past.</p> <p>Share ideas by speaking loudly and clearly.</p>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<p><b>Chapter 1–Learning &amp; Working Together</b></p> <p>How do people best cooperate?</p> <p>Why do we have rules and laws?</p> <p>What makes someone a leader?</p> <p>What makes a good citizen?</p> <p><b>Chapter 2–National &amp; State Symbols</b></p> <p>What does it mean to be American?</p> <p>What are important American symbols?</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Presentations or Projects</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Printable or online Quizzes for each lesson</li> </ul>

<p><b>21<sup>st</sup> Century Life and Careers:</b>  <b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP5.</b> Consider the environment, social and economic impacts of decisions.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP11.</b> Use technology to enhance productivity.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p> <p><b>Technology Standards:</b>  <b>8.1.2.A.1</b> Identify the basic features of a digital device and explain its purpose.  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  <b>8.1.2.E.1</b> Use digital tools and online resources to explore a problem or issue.  <b>8.2.2.B.4</b> Identify how the ways people live and work has changed because of technology.  <b>8.1.P.E.1</b> Use the internet to explore and investigate questions with a teacher’s support.</p> <p><b>ELA Companion Standards:</b>  <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>Who are some American heroes?  Why do we celebrate National Holidays?</p>	<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Participation and teacher observation</li> <li>• District benchmarks</li> <li>• Anecdotal records</li> <li>• Student Report Card grades</li> <li>• End of chapter test</li> </ul>
	<p><b>Enduring Understanding</b></p> <p>Chapter 1—Learning &amp; Working Together  People cooperate when they make decisions and work together to get a job done.  People cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates.  Rules and laws keep our world safe.  Leaders are people who makes rules and help people follow them.  People are good citizens when they follow rules and laws.</p> <p>Chapter 2—National &amp; State Symbols  U.S. symbols, songs and monuments stand for and remind us of our country.  State symbols stand for and remind of our state.  George Washington, Abraham Lincoln, Pocahontas, and Benjamin Franklin are some of our Nation’s heroes.  National holidays celebrate and/or honor events and/or people from our past.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>



**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.6** With guidance and support from adults, explore a variety of digital; tools to produce and publish writing, including collaboration with peers.

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.K.2** Confirm understanding of a text or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.4** Describe familiar people, places things, and events, and with prompting and support, provide additional detail.

**MODIFICATIONS:**

**Gifted and Talented Learners:**

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Special Education Learners:**

- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**English Language Learners:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

## QUARTER 2–Social Studies–Kindergarten

**Big Idea: How have jobs changed over time?**

**Topic: Work Now & Long Ago (Chapter 3)**

**Standards:**

**NJ Student Learning Standards:**

- 6.1.P.A.2 demonstrate responsibility by initiating classroom tasks and jobs.
- 6.1.P.B.2 Identify, discuss, and role play the duties of a range of community workers.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborer's and governments within the economic system.
- 6.1.4.C.10 Explain the role of money, savings, debt and investment in individuals' lives.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**21<sup>st</sup> Century Life and Careers:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

**GOAL**

**SWBAT**

- Make meaningful connections to experiences and connect prior knowledge.
- Describe reasons why people choose their job.
- Recognize why people work, the difference between costs and benefits, roles of jobs at school, including my own, and that some tools make work go faster.
- Explain the difference between needs and wants and how some tools have changed over time.
- Identify community jobs and tools they use at work
- Describe the purpose of community jobs
- Analyze to compare and contrast jobs long ago and today
- Identify the main topic and supporting details in a text.
- Share my ideas by speaking loudly and clearly to the group.

**Essential Questions**

- Chapter 3—Work Now and Long Ago
- How has work changed over time?
- How have jobs changed over time?
- How do people choose a job?
- Why do people work?
- Who are some of the people that work in school?
- Who are some of the people that work in a community?
- What are some tools people use to make work go faster?

**Assessments**

- Formative Assessment**
- Classroom Discussion
- Anecdotal Notes
- Presentations or Projects
- Cooperative Learning Groups
- Open Ended Questions
- End of lesson quiz online or printable
- Summative Assessment**
- Participation and teacher observation
- District benchmarks
- Anecdotal records
- Student Report Card grades
- Chapter assessment

<p>CRP5. Consider the environmental, social, and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p> <p><b>Technology Standards:</b>  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)  8.1.P.A.4 use basic technology terms in the proper context in conversation with peers and teachers (i.e. camera, tablet, internet, mouse, keyboard, and printer)  8.1.2.B.1 illustrate and communicate original ideas and stories using multiple digital tools and resources  8.2.2.A.1 define products produced as a result of technology or of nature  8.2.2.B.4 identify how the ways people live and work has changed because of technology  8.1.P.E.1 use the internet to explore and investigate questions with a teacher’s support.</p> <p><b>ELA Companion Standards</b>  RI.K.1 With prompting and support, ask and answer questions about key details in a text.  RI.K.2 With prompting and support, identify the main topic and retell key details of a text.  RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>Enduring Understanding</b></p> <p>Work long ago had many similarities and differences with work today.  There are jobs today that did not exist long ago; conversely, there are jobs that don’t exist anymore that did long ago.  People choose a job, in part, based on their interests, skills and pay.  Children’s jobs at school include learning, working hard, and getting along with others.  People work to accomplish tasks and to earn money to meet their needs and wants.  Principals, teachers, custodians, and security guards are some of the people that work in a school.  Police, fire fighters crossing guards, and mailpersons are some of the people that work in a community.  Some modern tools make our life easier today.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>
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RI.K.10 Actively engage in group reading activities with purpose and understanding.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information on the topic.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.2 Confirm understanding of a text or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4 Describe familiar people, places, thing, and events, and with prompting and support, provide additional detail

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**MODIFICATIONS:**

**Gifted and Talented Learners:**

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Special Education Learners:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**English Language Learners:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

## QUARTER 3 – Social Studies–Kindergarten

Big Idea: What is the world like?

Topic: Geography and the Neighborhood (Chapter 4)

Standards:	GOAL	
<p><b>NJ Student Learning Standards:</b></p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p>	<p><b>SWBAT</b></p> <p>Make meaningful connections to experiences and connect prior knowledge.</p> <p>Create and use a map.</p> <p>Compare and contrast the relative locations of people, places, and environments.</p> <p>Recognize and use a map.</p> <p>Recognize and use a globe.</p> <p>Identify and describe parts of a map.</p> <p>Recognize parts of a neighborhood.</p> <p>Recognize and describe ways to keep neighborhoods safe.</p> <p>Compare and contrast use of resources today and long ago.</p> <p>Describe why it is important to take care of resources.</p> <p>Retell using key details.</p>	
	Essential Questions	Assessments
	<p>Chapter 4—Geography of the Neighborhood</p> <p>What is the world like?</p> <p>How might locations change over time?</p> <p>What can map and globes show and how can we use them?</p> <p>What is in my neighborhood?</p> <p>How do we keep neighborhoods safe?</p> <p>How do people use resources today and long ago?</p> <p>Why do people summarize?</p>	<p><b>Formative Assessment</b></p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p><b>Summative Assessment</b></p> <p>Participation and teacher observation</p> <p>District benchmarks</p> <p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p>

21 <sup>st</sup> Century Life and Careers:	Enduring Understanding	Resources
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership, and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>8.1.P.A.4 use basic technology terms in the proper context in conversation with peers and teachers (i.e. camera, tablet, internet, mouse, keyboard, and printer)</p> <p>8.1.2.B.1 illustrate and communicate original ideas and stories using multiple digital tools and resources</p> <p>8.2.2.B.4 identify how the ways people live and work has changed because of technology</p> <p>8.1.P.E.1 use the internet to explore and investigate questions with a teacher’s support.</p>	<p>The world is made of many types of land, water, people, and weather patterns, Locations might change over time because of weather, people and other reasons.</p> <p>Maps and globes are simple representations of places on Earth.</p> <p>Maps and globes can be used to show relative location, absolute location, topography, and other information.</p> <p>My neighborhood is made up of homes, apartment buildings, parks, businesses, schools, and community members.</p> <p>We keep our neighborhoods safe with traffic laws and other community rules and laws.</p> <p>People use resources today and long ago in similar and different ways.</p> <p>People summarize to retell key events or details.</p>	<ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>



**ELA Companion Standards**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information on the topic.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.2 Confirm understanding of a text or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**MODIFICATIONS:**

**Gifted and Talented Learners:**

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Special Education Learners:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**English Language Learners:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

## QUARTER 4 - Social Studies--Kindergarten

**Big Idea: How do we track time? & What was life like in the past?**

**Topic: Time & Chronology and Learning About the Past (Chapter 5 & 6)**

GOAL	
<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>                      6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.                      6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.                      6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.                      6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.                      6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.                      6.1.4.D.11 Determine how local and state communities have changed over time and explain the reasons for changes.                      6.1.4.D.14 Trace how the American identity evolved over time</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>                      CRP1. Act as a responsible and contributing citizen and employee.                      CRP2. Apply appropriate academic and technical skills.                      CRP4. Communicate clearly and effectively and with reason.</p>	<p><b>SWBAT</b>                      Make meaningful connections to experiences and connect prior knowledge.                      Compare and contrast to talk about past, present and future.                      Recognize that sequence is the order things happen.                      Describe measurements of time and tools that measure it                      Analyze to read a timeline.                      Recognize that weeks and months measure time.                      Understand concepts of longer periods of time.                      Recognize weather changes throughout the year and according to location.                      Write to give information.                      Compare and contrast life long ago and life today.                      Compare and contrast the lives of historical figures.                      Identify holidays we celebrate in America.                      Compare points of view.</p>
Essential Questions	Assessments
<p><b>Chapter 5—Time and Chronology</b>                      How do we track time?                      How do we talk about time?                      How do we measure time?                      What can a timeline show?                      What are the seasons?                      What weather patterns occur throughout the year?</p> <p><b>Chapter 6—Learning About the Past</b>                      What was life like in the past?                      How has life changed?                      How can we compare and contrast?                      Who are historical figures from our country's past?                      What holidays do we celebrate in America?                      How can we express our opinion?</p>	<p><b>Formative Assessment</b>                      Classroom Discussion                      Anecdotal Notes                      Presentations or Projects                      Cooperative Learning Groups                      Open Ended Questions                      End of lesson quiz online or printable</p> <p><b>Summative Assessment</b>                      Participation and teacher observation                      District benchmarks                      Anecdotal records                      Student Report Card grades                      Chapter assessment</p>

<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership, and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>8.1.P.A.4 use basic technology terms in the proper context in conversation with peers and teachers (i.e. camera, tablet, internet, mouse, keyboard, and printer)</p> <p>8.1.2.B.1 illustrate and communicate original ideas and stores using multiple digital tools and resources</p> <p>8.2.2.B.4 identify how the ways people live and work has changed because of technology</p> <p>8.1.P.E.1 use the internet to explore and investigate questions with a teacher’s support.</p> <p><b>ELA Companion Standards</b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>How can we share information we know?</p> <p><b>Enduring Understanding</b></p> <p><b>Chapter 5—Time &amp; Chronology</b></p> <p>We track time using clocks, calendars, and timelines.</p> <p>We use time and sequence words to talk about time such as first, next, last, past, future, and present.</p> <p>We measure time in seconds, minutes, hours, days, weeks, months, years, and generations.</p> <p>A timeline shows things in the order they happened.</p> <p>The seasons of the year have different weather patterns and are winter, spring, summer, and autumn.</p> <p><b>Chapter 6—Learning About the Past</b></p> <p>Life in the past was different and similar to life today in many ways.</p> <p>Life had changed in many ways such as technology, traditions, hobbies, and jobs.</p> <p>We compare and contrast when we talk about two separate things and how they are alike and different.</p> <p>Booker T. Washington, Dr. Martin Luther King, Jr., and Clara Barton are historical figures from the past.</p> <p>We can express our opinions and point of view by having a dialogue, debate and in writing.</p> <p>We can share information we know by writing and speaking.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoverededucation.com">www.discoverededucation.com</a></li> </ul>
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W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information on the topic.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.2 Confirm understanding of a text or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4 Describe familiar people, places, thing, and events, and with prompting and support, provide additional detail

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**MODIFICATIONS:**

**Gifted and Talented Learners:**

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Special Education Learners:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**English Language Learners:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

